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READING ASSESSMENT PROGRAM 1985

PRELIMINARY REPORT GRADE 12 TEST DATA

Manitoba
Education

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MANITOBA READING ASSESSMENT PROGRAM 1985

PRELIMINARY REPORT:

GRADE 12 TEST DATA

A REPORT OF THE

CURRICULUM DEVELOPMENT AND IMPLEMENTATION BRANCH

MANITOBA EDUCATION

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PREFACE

This Preliminary Report is the first of two reports on the findings of the grade 12 Reading Assessment Program. It contains the results of student performance on each item as well as summary data on subtests and the cloze passage.

The purpose of this Preliminary Report is to provide detailed information on student performance for use by classroom teachers in forming judgments about their instructional program. All data is based on the provincial sample as a whole; no individuals, schools, or divisions are identified.

Conclusions and recommendations based on the provincial testing will be presented in a forthcoming Final Report. These conclusions and recommendations will be based in part on the judgments of an interpretation panel of teachers.

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CHAPTER I

Content Areas and Scoring

The test consisted of a number of reading tasks along with a series of questions based on these tasks. These questions were classified into four content or skill areas: meaning vocabulary, literal comprehension, interpretation, and critical-reflective. In addition, reading comprehension of the students was measured using a cloze passage.

Below is a list of the questions used to test each content or skill area:

A.	Meaning Vocabulary	2,3,11,30,32,33
B.	Literal Comprehension	5,6,7,12,14,18,19,23,24,31
C.	Interpretation	9,10,16,17,20,21,22,25,26, 27,28,29,34,35,36,37,38
D.	Critical-Reflective	1,4,8,13,15,38

The remainder of the test consisted of a cloze passage which was scored using exact-word scoring only (i.e., synonyms were not accepted). This was done to maintain high reliability in scoring and to avoid the difficult problem of deciding which words should count as synonyms. This in no way penalizes students since instructional and independent reading levels would be indicated by lower scores with exact-word scoring than with synonym scoring.

Chapter II of this report presents the proportion of students in the provincial sample (n=813) supplying each response to individual questions. Multiple choice questions were machine scored while open-ended questions were scored by members of the Reading Technical Advisory Committee. Acceptable answers for each open-ended question are included in this report along with the question. Chapter III provides means, standard deviations, and frequency distributions for the four skill areas and the cloze passage. Separate results are reported for students enrolled in English 300 (n=496) and English 301 (n=270) as well as for the combined group (n=813, since 47 students failed to indicate which English course they were enrolled in).

It is not possible to assign a "pass-mark" either to the whole test or to any of the subtests. An Interpretation Panel composed mainly of classroom teachers will be convened to set performance standards for the test. Results of this exercise will be reported in the Final Report.

The Reading Assessment was designed to determine strengths and weaknesses, and degree of implementation, of the Manitoba curriculum. The tests can be used to examine strengths and weaknesses of local programs as well. In any attempt to make a comparison with the provincial results, differences in emphasis in the local program must be kept in mind. These tests were designed to survey the knowledge and skills of a group of students and any attempt to draw conclusions about individual students must be done with caution.

CHAPTER II

Data on Individual Questions

Questions in this chapter are listed in the same order and much the same format as in the student booklet. The data presented give the percentage of students in the provincial sample supplying each response. Correct or preferred responses are marked with an asterisk (*).

Cloze Passage

WHO SAID CANADIANS WERE DULL?

See if this strikes you as a better Canadian story:

A bear wishes to visit the nation's capital. It SWIMS (1) across the river from Gatineau Park AND (2) shows up on Rideau Street in THE (3) wee hours. Later, it RUNS (4) across Parliament Hill at midmorning, just IN (5) time to frighten the HUNDREDS (6) of tourists who are THERE (7) to see the Changing of THE (8) Guard. Shot several times with A (9) tranquilizer gun, the bear STAYS (10) on its feet and FINDS (11) its way into a WOODED (12) area behind the Parliament buildings.

IN (13) that typically Canadian story, three LEVELS (14) of government are involved: THE (15) R.C.M.P., the Ottawa Police and Province of Ontario conservation OFFICERS (16),, not to mention the NCC. WHEN (17) the bear is finally CAUGHT (18),, the spectators applaud, respectfully, PERHAPS (19) as much for the BEAR (20) as for the men WHO (21) caught it. The scene REMINDS (22) us that Canadians are not A (23) bloodthirsty lot and that EVEN (24) on Parliament Hill, we are not THAT (25) far from nature.

That WOULD (26) be a true and APPEALING (27) image for Canada to have, A (28) good slogan to put ON (29) travel brochures: Come to Canada, Where a Bear Can Walk on Parliament Hill.

Yet it IS (30) not to be. Instead OF (31) respecting ourselves as civilized PEOPLE (32) living in a wilderness, WE (33) blush uncomfortably when we HEAR (34) a Canadian described as someone WHO (35) says "sorry" when you STEP (36) on his foot. Even THOUGH (37) it may be something LIKE (38) that quality that makes OUR (39) life livable, we wish IT (40) were not so.

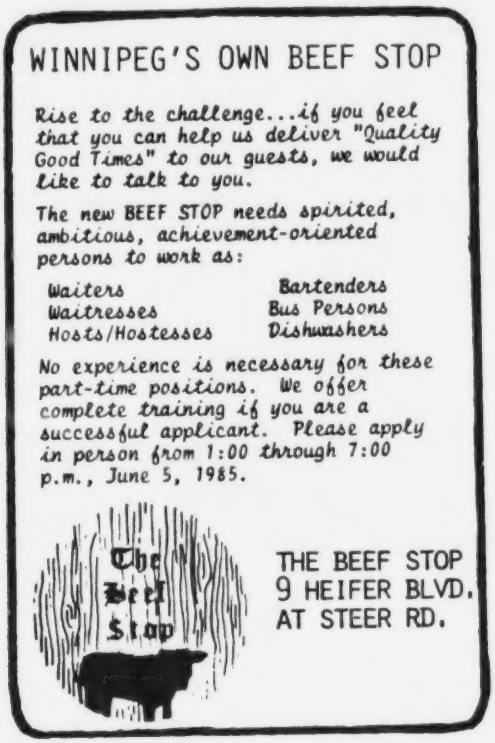
We WISH (41) we were like the American, WHO (42), if you accept his IMAGE (43), does not say "sorry" WHEN (44) you step on his FOOT (45).

He says, "Watch it, Mac!" ANGRY (46) words ensue, one thing LEADS (47) to another and death MAY (48) be the outcome because THE (49) American, valuing liberty more than ORDER (50), is carrying a gun.

That image makes for terrific movies, an area in which Canada clearly lags.

	ENGLISH 300	ENGLISH 301	300&301 COMBINED		ENGLISH 300	ENGLISH 301	300&301 COMBINED
1.	56.5%	44.4%	51.3%	26.	13.9%	10.0%	12.1%
2.	86.3	77.4	82.2	27.	0.4	1.1	0.6
3.	87.1	70.0	80.2	28.	82.7	73.0	78.7
4.	6.5	5.2	6.2	29.	67.7	55.6	62.4
5.	95.2	90.4	92.4	30.	42.5	31.9	38.4
6.	1.0	1.9	1.2	31.	77.8	61.2	71.5
7.	22.8	20.7	22.1	32.	69.0	59.3	64.9
8.	91.0	74.8	84.7	33.	81.5	64.8	74.4
9.	91.0	78.5	86.1	34.	61.7	39.6	53.0
10.	6.5	1.5	4.3	35.	92.5	82.2	87.9
11.	15.7	10.7	14.3	36.	89.1	80.0	84.9
12.	9.7	6.3	8.4	37.	62.1	55.6	58.7
13.	54.6	33.3	46.5	38.	2.4	3.3	2.8
14.	16.9	8.9	13.8	39.	66.5	55.9	62.2
15.	86.3	78.5	82.8	40.	74.8	51.1	65.9
16.	17.7	14.8	16.0	41.	67.0	45.9	58.9
17.	40.3	31.5	36.4	42.	34.3	16.3	27.3
18.	38.7	33.7	36.7	43.	1.0	0.0	0.6
19.	0.0	0.0	0.0	44.	60.1	47.0	54.9
20.	91.7	84.1	87.7	45.	88.3	81.5	85.0
21.	89.3	79.3	85.0	46.	1.4	0.4	1.1
22.	2.6	2.2	2.3	47.	46.6	33.3	41.0
23.	86.3	58.1	74.3	48.	27.0	25.6	26.1
24.	29.8	11.5	22.9	49.	56.6	50.4	53.6
25.	40.3	35.6	38.0	50.	0.2	0.0	0.1

Read the following newspaper article and answer questions 1 to 4:



WINNIPEG'S OWN BEEF STOP

Rise to the challenge...if you feel that you can help us deliver "Quality Good Times" to our guests, we would like to talk to you.

The new BEEF STOP needs spirited, ambitious, achievement-oriented persons to work as:

Waiters	*Bartenders*
Waitresses	*Bus Persons*
Hosts/Hostesses	*Dishwashers*

No experience is necessary for these part-time positions. We offer complete training if you are a successful applicant. Please apply in person from 1:00 through 7:00 p.m., June 5, 1985.

THE BEEF STOP
9 HEIFER BLVD.
AT STEER RD.

ENG. 300	ENG. 301	ENGLISH 300&301		
3.2%	7.0%	4.7%		A. "Complete training"
3.6	12.6	6.9		B. "Achievement-oriented persons"
3.8	12.2	6.9		C. "Rise to the challenge"
88.7	67.4	80.9	*	D. "Quality good times"
0.6	0.7	0.6		N.R.

1. What phrase from the ad makes you feel that management claims to provide atmosphere as well as food for its patrons?

1.2	5.9	3.2		A. a place.
97.8	93.0	95.7	*	B. a job.
0.6	0.4	0.6		C. a ballet stance.
0.2	0.4	0.3		D. a point of view.
0.2	0.4	0.2		N.R.

2. The word "position" in this advertisement is used to mean

98.4	95.9	97.2	*	A. a customer.
0.4	0.4	0.6		B. a relative.
1.0	2.2	1.5		C. friends.
0.0	0.4	0.2		D. a resident.
0.2	1.1	0.5		N.R.

3. In this advertisement, the word "guest" refers to

ENG. 300	ENG. 301	ENGLISH 300&301		
			4.	"Rise to the challenge", "spirited", "ambitious", achievement-oriented". The restaurant is trying to convey that it is looking for people who are
13.5	20.0	16.0		A. young.
52.8	23.3	41.1	*	B. dynamic.
17.3	33.0	23.7		C. efficient.
15.9	23.0	18.7		D. competent.
0.4	0.7	0.5		N.R.

You are required to study the following magazine article and its illustration, and answer questions 5 to 15.

TECHNOLOGIST SUPREME IN BRAVE, NEW WORLD

"And what do you do?" may still be the favorite question at 21st-century cocktail parties, but the answers will add up to something new.

Most North Americans will be working in information-related fields, futurists say. Hardly anyone will work in factories, and even fewer on farms.

There will be more biologists than there are today and, because of the older population, more paramedics and geriatric social workers. The number of restaurateurs and travel agents will increase to help us fill our expanding leisure time.

The cocktail party may include a genetic-engineering specialist or a robot technician. And sometime next century, we may travel in social circles with a space-flight attendant or a space pharmacist.

But telephone operators, postal clerks, meter readers, and aircraft structure assemblers may be hard to find. New technologies could make many of their jobs unnecessary.

The view of the 21st century remains a bit murky in 1984, but technological breakthroughs occurring today - especially the development of industrial robots, telecommunications, and biotechnology - guarantee that the worker of 2000 and beyond will face a choice of occupations different from today's.

There will still be doctors, lawyers, and merchants, but automation will send the bank teller, the supermarket checkout clerk, the metal worker, and the machinist the way of the elevator operator, the milkman, and the bowling pinsetter.

The bulletin board of job openings might contain these descriptions:

Bionic Limbs Made

*Biomedical engineer: makes bionic arms, legs, hands, and feet, as well as instruments to let the blind see and the deaf hear.

*Laser inspection technician: installs and maintains laser devices used everywhere from grocery checkouts to factories.

*Hazardous waste technician: monitors, collects, transports, and disposes of hazardous wastes.

*Highly-skilled paramedic: under the eye of a portable TV camera, performs emergency procedures on accident victims, supervised by doctors watching monitors at a hospital.

The century will see more women and older people on the job, futurists say. More people will work at home, especially the handicapped, who will be able to "telecommute" to an all-electronic office by computer.

Whatever we do, we'll probably do less of it. "In the past 100 years, we cut our number of working hours in half, and I think we'll do that again in half the time," says John Naisbitt, author of the book MEGATRENDS. But few workers will hold one job for life; changing technologies will force a series of career changes.

Not Ready Yet

W. Clyde Helms of Occupational Forecasting Inc. in Fairfax, Va., is convinced that North Americans are not ready for the jobs of the future.

"The future doesn't begin at 12:01 a.m. Jan. 1, 2000; it's happening today," he asserts. "The youths entering school today are the work force of the 21st century."

Technology has led in the evolution of the typical North American worker, from farmer to factory labourer to information specialist. Today more than half of all Americans work in creating, processing, and disseminating information - programmers, teachers, secretaries, accountants, insurance people, engineers, librarians, television and newspaper reporters - and the percentage is increasing.

When Ronald Reagan was born in 1911, almost a third of Americans worked on farms. Now barely one in 30 works the land, and most analysts expect fewer farmers in the 21st century.

Manufacturing is shrinking, too. In 1980, 28 per cent of the work force was in manufacturing. The percentage is expected to drop, possibly to only three per cent by 2030, says S. Norman Feingold, president of National Career and Counselling Services in Washington.

Increasing numbers of blue-collar workers are in service jobs rather than manufacturing. Already, far more people work for McDonald's, for example, than for U.S. Steel.

The computer is the heart and brain of our information-based society. Of the five fastest-growing occupations listed by the U.S. Department of Labor, four are in the computer field. More computers undoubtedly will mean more computer security experts, people who try to protect computer systems from outside meddlers.

Computers will continue to evolve, changing people's jobs as they go. The all-electronic office will rewrite some job descriptions, Alvin Toffler points out in his book THE THIRD WAVE. Typing, the central function of today's secretary, will become obsolete, he says, with the advent of dictation equipment that will convert spoken words into writing.

The role of lawyers may shift, says Charles Craver, a law professor at the University of Illinois. "With a home computer, you'll write a will without help from a lawyer - you'll just fill out a questionnaire and send it to your lawyer electronically," he says.

Craver, whose specialty is labor law, says the drain of industry to foreign sites will continue as long as U.S. wages remain so much higher than those of developing countries. Mending fences with China, he says, could sap American jobs: "If China allows outside companies unlimited access to its one billion people, I shudder to think how many manufacturing jobs we could lose."

The American assembly line worker in 2000 may be a robot, and eventually the traditional assembly line may disappear completely. Robots and related forms of automation are already here; most analysts believe there will be several hundred thousand robots at work by 2000.

Eliminate Drudgery

These "steel-collar" workers inevitably will displace many blue collars - especially autoworkers, metal workers, and machinists - but they also will eliminate some drudgery and dangerous work. This type of automation will create future jobs such as robot technicians, who will program, install, or maintain industrial robots.

The technology might even boost overall industry employment. During the Industrial Revolution, for example, the introduction of the Hargreaves jenny allowed one worker to produce as much as 200 spinners had. Yet employment in the British textile industry tripled, because productivity meant large price reductions and increased demand.

IBM Corporation, which has been making robots for three years, is planning for the day when computers, robots, and other automation merge to guide a product from design through manufacture. But the idea depends on highly skilled technicians, who are in short supply. To prepare for the future, IBM is financing a $50-million automation training program at engineering colleges.

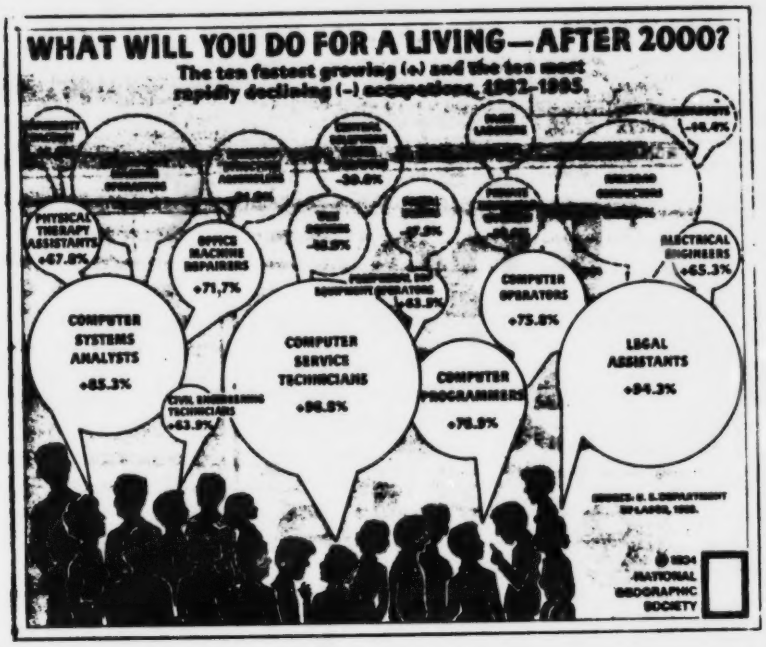
The telecommunications industry also is multiplying faster than skilled technicians.

"We expect as much as a 300 per cent increase in employees by the year 2000," says Dr. Bennett Berman, manager of network, technical training, and education for MCI Telecommunications.

The bulk of MCI's employees work in long-distance telephone service today, he says, but the company's 21st-century workers more likely will be involved in technology that is just now blooming: cellular radio (a form of mobile telephone), electronic mail, or personal computers that will tap the nation's libraries.

Among the job fields that promise more demand for specialists is bio-technology including genetic engineering, says Nelson Schneider, a financial analyst specializing in bio-technology for the brokerage firm of E. F. Hutton and Co. Microbiologists and molecular biologists will be needed for the new wave of drugs, and biochemical engineers will be sought for the specialty chemicals industry, he says.

Even farmers will need help from biologists if ideas such as non-synthetic pesticides bear fruit. "I think there will be some great jobs for scientists in agriculture," Schneider says.


WHAT WILL YOU DO FOR A LIVING—AFTER 2000?
The ten fastest growing (+) and the ten most rapidly declining (–) occupations, 1982–1995.
PHYSICAL THERAPY ASSISTANTS +67.8%
OFFICE MACHINE REPAIRERS +71.7%
COMPUTER SYSTEMS ANALYSTS +85.3%
COMPUTER SERVICE TECHNICIANS +96.5%
COMPUTER PROGRAMMERS +76.9%
COMPUTER OPERATORS +75.8%
LEGAL ASSISTANTS +94.3%
ELECTRICAL ENGINEERS +65.3%
NATIONAL GEOGRAPHIC SOCIETY

ENG. 300	ENG. 301	ENGLISH 300&301		
			5.	Which effect of changing technologies is not stated in the article?
11.0%	13.3%	12.2%		A. Make many jobs obsolete
11.3	21.9	14.9		B. Force people to make a number of career changes
74.1	61.1	68.8	*	C. Guarantee the worker of 2000 and beyond a job
2.8	2.2	3.2		D. There will be more robots and fewer blue collar workers
0.8	1.5	1.0		N.R.
			6.	Far more people work for McDonald's than for U.S. Steel. This indicates
2.6%	4.4%	3.7%		A. a major change in American eating trends.
86.1	68.1	78.8	*	B. an increase in blue collar workers in service jobs rather than in manufacturing jobs.
8.3	14.8	11.1		C. a greater increase in the number of blue collar workers than steel collar workers.
1.6	11.5	5.2		D. more people would prefer to work for McDonald's than U.S. Steel.
1.4	1.1	1.2		N.R.
			7.	The author predicts a number of occupations will change. Which of the following will most likely change the least?
37.7	40.4	39.2		A. Lawyer
1.6	4.1	2.3		B. Secretary
57.3	43.7	51.5	*	C. Waiter/Waitress
3.0	10.7	6.3		D. Factory worker
0.4	1.1	0.6		N.R.

ENG. 300	ENG. 301	ENGLISH 300&301		
			8.	What is the writer's purpose in this article?
1.4%	1.5%	1.6%		A. To entertain
93.8	85.2	90.7	*	B. To inform
1.2	1.9	1.4		C. To disprove
3.2	11.1	6.0		D. To debate
0.4	0.4	0.4		N.R.
			9.	The main idea of the article is
17.7	14.8	17.0		A. most North Americans will be working in information-related fields because of the computer revolution.
3.4	7.8	5.0		B. North Americans are ill-informed about the future.
77.2	73.7	75.2	*	C. North Americans should prepare for future jobs by anticipating technological change.
1.0	3.0	1.6		D. North Americans will need career counselling.
0.6	0.7	0.6		N.R.
			10.	If we assume that the author's predictions are correct, what skills should be emphasized the most in our schools?
68.3	61.9	65.9	*	A. Communication skills
27.0	31.1	28.4		B. Mechanical skills
3.6	3.7	3.8		C. Memory skills
0.4	1.9	1.0		D. Athletic skills
0.6	1.5	0.9		N.R.
			11.	"Steel collar" workers will inevitably replace blue collar means
2.2%	7.4%	4.1%		A. there will be an increase in workers at U.S.Steel.
9.9	11.5	10.1		B. there will be less drudgery for autoworkers.
87.1	78.5	84.0	*	C. there will be more robots and fewer blue collar workers.
0.4	1.9	1.4		D. workers will have to replace cloth collars with steel collars to improve safety measures.
0.4	0.7	0.5		N.R.
			12.	According to the article, automation may
57.3	62.2	59.3		A. decrease overall employment in industry.
34.1	24.1	30.0	*	B. increase the number of jobs a person will have in a lifetime.
6.2	8.9	7.3		C. increase the number of people who have to commute to work.
1.6	3.7	2.5		D. decrease the number of lawyers.
0.8	1.1	1.0		N.R.

ENG. 300	ENG. 301	ENGLISH 300&301		
			13.	The intended audience for this article is
1.0	4.4	2.3		A. computer programmers in the work force.
1.8	4.1	2.7		B. sociologists in universities studying social trends.
96.2	87.8	92.9	*	C. people preparing for the future.
0.4	3.0	1.4		D. executives of the I.B.M. Corporation.
0.6	0.7	0.7		N.R.

			14.	In the next decade, there will likely be an increase in the number of
0.4%	2.2%	1.1%		A. bank tellers, supermarket clerks, and machinists.
92.5	81.1	88.4	*	B. physical therapy assistants, computer operators, electrical engineers.
5.0	13.0	7.7		C. doctors, lawyers, and merchants.
1.4	3.0	2.0		D. meter readers, postal clerks, telephone operators.
0.6	0.7	0.7		N.R.

15. In 50 words or less, explain specifically the kinds of implications the article has for your future and why.

Open-ended (Answer must be rationalized.) 48.8%

300 - 53.0% 301 - 40.0% 300&301 COMBINED - 47.8%

Samples of Accepted Answers:

This article implicates (sic) that for my future I have a choice of many successful and interesting careers. I think articles like this should be shown to most students because it would help them decide what kind of career is for them and what kind of careers are most prominent, and help students like me choice (sic) a meaningful successful career.

I now work at a Bank, and have not really thought about going to college or university. I now realize that Bank Tellers may not be needed as future employees so think I should maybe think about taking something new, maybe a course in electrical because this will probably be needed the most.

This means that I'll probably have to be trained in the new areas, such as computers to keep up with the changes. I won't be able to obtain a very good job with just a high school diploma and a machine could probably replace my job eventually.

The following poem should be studied carefully before answering questions 16-22.

PROFESSIONAL AMNESIA

He remembers family reunions at Lake Somewhere, each summer
the women running toward the water
laughing,
holding eggs in spoons
In his memory they keep on running,
he can't remember when they reach the water,
their clothes streaked with sand & grass
Or is it
the target shoots he claims had happened,
shooting at old records, ribbons, plastic soldiers
thrown up by the other children
his cousins, who never grew

In his memory the women are still running,
the water does not rise to meet them,
they run right out of his life
so their names are forgotten
Family names
Family memories, the accusations one parent made
against the other
while he sat outside, his head
pressed against the cold tree that shaded his room

He remembers who stayed away each Christmas but not who came
who wouldn't cut the turkey,
who stood up in shirt & tie & armbands
& sharpened knives against the steel,
The eaters are forgotten, the celebrations spontaneous
combustions;
when he speaks of family
the women are running out of it, into a summer lake of air

From Canadian Poetry Now
20 Poets of the 80's
Edited by Ken Norris
Toronto: Anansi, 1984

NOTE: The scoring key supplied with the test was in error for this passage. Correct answers are indicated by an asterisk (*).

ENG. 300	ENG. 301	ENGLISH 300&301		
			16.	The principal character's attitude is
75.8	70.0	73.4	* A.	emptiness.
19.6	14.1	17.2	B.	nostalgia.
1.4	5.2	3.3	C.	joy.
2.0	9.3	4.7	D.	optimism.
1.2	1.5	1.4	N.R.	

ENG. 300	ENG. 301	ENGLISH 300&301		
			17.	Details which the principal character forgets are
3.8%	7.8%	4.9%		A. family reunions, who wouldn't cut the turkey.
56.9	39.6	50.9	*B.	family names and memories, locations of reunions.
4.4	9.6	6.4		C. who stayed away, when the women reach the water.
34.1	42.2	37.0		D. B and C.
0.8	0.7	0.7		N.R.
			18.	Details the principal character remembers are
92.1	79.6	87.8	* A.	who stayed away from Christmas and who wouldn't cut the turkey.
2.4	4.8	3.2		B. family names.
3.6	10.7	6.0		C. family memories.
1.4	4.1	2.5		D. who came each Christmas and Christmas gifts.
0.4	0.7	0.5		N.R.
			19.	Which of the following is a likely explanation of the lines "....the other children, his cousins, who never grew"?
5.4	6.3	5.9		A. His cousins are younger
9.9	15.2	12.2		B. His cousins' emotional and/or intellectual growth is stunted
19.2	26.7	21.9		C. His cousins died
64.5	51.1	59.0	* D.	He has not seen his cousins since they were children
1.0	0.7	1.0		N.R.
			20.	The poet suggests the principal character forgets aspects of his family reunion because he has
10.7	21.9	14.5		A. medically diagnosed amnesia.
9.1	10.0	9.7		B. professional training which has taught him to remain aloof.
12.5	13.3	12.4		C. professional objectivity which prevents him from joining.
66.7	53.7	63.4	* D.	a desire to forget.
1.0	1.1	1.0		N.R.
			21.	Which of the following is a possible central theme of the poem?
40.9	35.9	38.7	* A.	Alienation from family
12.9	18.9	15.0		B. Professional amnesia leading to personal problems
42.9	37.0	41.2		C. Selective memory preventing personal pain
2.8	7.8	4.7		D. Family reunions can be meaningless
0.4	0.4	0.4		N.R.
			22.	What is the meaning of "professional" in the title?
4.0	6.3	4.9		A. It refers to his job
25.4	33.7	28.7		B. It refers to his pretending or professing to forget
59.9	35.9	50.8	* C.	It refers to deliberate intention
9.7	23.0	14.4		D. It refers to professionally diagnosed amnesia
1.0	1.1	1.2		N.R.

This story written by Mordecai Richler requires careful reading before answering questions 23 to 38.

Benny, the War in Europe, and Myerson's Daughter Bella

When Benny was sent overseas in the autumn of 1941 his father, Mr. Garber, thought that if he had to give up one son to the army, it might as well be Benny who was a quiet boy, and who wouldn't push where he shouldn't; and Mrs. Garber thought: "my Benny he'll take care, he'll watch out;" and Benny's brother Abe thought "when he comes back, I'll have a garage of my own, you bet, and I'll be able to give him a job." Benny wrote every week, and every week the Garbers sent him parcels full of good things that a Jewish boy should always have, like salami and pickled herring and SHTRUDEL. The food parcels were always the same, and the letters - coming from Camp Borden and Aldershot and Normandy and Holland - were always the same too. They began-"I hope you are all well and good"-and ended-"don't worry, all the best to everybody, thank you for the parcel."

When Benny came home from the war in Europe, the Garbers didn't make much of a fuss. They met him at the station, of course, and they had a small dinner for him.

Abe was thrilled to see Benny again. "Atta boy," was what he kept saying all evening, "Atta boy, Benny."

"You shouldn't go back to the factory," Mr. Garber said. "You don't need the old job. You can be a help to your brother Abe in his garage."

"Yes," Benny said.

"Let him be, let him rest," Mrs. Garber said, "What'll happen if he doesn't work for two weeks?"

"Hey, when Artie Segal came back," Abe said, "he said that in Italy there was nothing that a guy couldn't get for a couple of Sweet Caps. Was he shooting me the bull, or what?"

Benny had been discharged and sent home, not because the war was over, but because of the shrapnel in his leg, but he didn't limp too badly and he didn't talk about his wound or the war, so at first nobody noticed that he had changed. Nobody, that is, except Myerson's daughter Bella.

Myerson was the proprietor of Pop's Cigar & Soda, on Laurier Street, and any day of the week, you could find him there seated on a worn, peeling kitchen chair playing poker with the men of the neighbourhood. He had a glass-eye and when a player hesitated on a bet, he would take it out and polish it, a gesture that never failed to intimidate. His daughter, Bella, worked behind the counter. She had a club foot and mousy hair and some more hair on her face, and although she was only twenty-six, it was generally supposed that she would end up an old maid. Anyway she was the one - the first one - who noticed that the war in Europe had changed Benny. And, as a matter of fact, the very first time he came into the store after his homecoming she said to him: "What's wrong, Benny? Are you afraid?"

"I'm all right," he said.

Benny was a quiet boy. He was short and skinny with a long narrow face, a pulpy mouth that was somewhat crooked, and soft black eyes. He had big conspicuous hands, which he preferred to keep out of sight in his pockets. In fact, he seemed to want to keep out of sight altogether and whenever possible, he stood behind a chair or in a dim light so that people wouldn't notice him - and, noticing him, chase him away. When he failed the ninth grade at Baron Byng High School, his class-master, a Mr. Perkins, had sent him home with a note saying: "Benjamin is not a student, but he has all the makings of a good citizen. He is honest and attentive in class and a hard worker. I recommend that he learn a trade."

And when Mr. Garber had read what his son's teacher had written, he had shaken his head and crumpled up the bit of paper and said,- "A trade?" - he had looked at his boy and shaken his head and said-"A trade?"

Mrs. Garber had said stoutly, "Haven't you got a trade?"

"Shapiro's boy will be a doctor," Mr. Garber had said.

"Shapiro's boy," Mrs. Garber said.

And afterwards, Benny had retrieved the note and smoothed out the creases and put it in his pocket, where it had remained. For Benny was sure that one day a policeman, or perhaps even a Mountie, would try to arrest him, and then the paper that Mr. Perkins had written so long ago might prove helpful.

Benny figured that he had been lucky, truly lucky, to get away with living for so long. Oh, he had his dreams. He would have liked to have been an aeroplane pilot, or still better, to have been born rich or intelligent. Those kind of people, he had heard, slept in mornings until as late as nine o'clock. But he had been born stupid, people could tell that, just looking at him, and one day they would come to take him away. They would, sure as hell they would.

The day after his return to Montreal, Benny showed up at Abe's garage having decided that he didn't want two weeks off. That pleased Abe a lot. "I can see that you've matured since you've been away," Abe said. "That's good. That counts for you in this world."

Abe worked very hard, he worked night and day, and he believed that having Benny with him would give his business an added kick. "That's my kid brother Benny," Abe used to tell the cabbies. "Four years in the infantry, two of them up front. A tough hombre, let me tell you."

For the first few weeks Abe was very pleased with Benny. "He's slow," he thought, "no genius of a mechanic, but the customers like him and he'll learn." Then Abe began to notice things. When business was slow, Benny - instead of taking advantage of the lull to clean up the shop - used to sit shivering in a dim corner, with his hands folded tight on his lap. The first time Abe noticed his brother behaving like that, he said: "What's wrong? You got a chill?"

"No, I'm all right."

"You want to go home, or something?"

"No."

Then, when Abe began to notice him sitting like that more and more, he pretended not to see. "He needs time," he thought. But whenever it rained, and it rained often that spring, Benny was not to be found around the garage, and that put Abe in a bad temper. Until one day

during a thunder shower, Abe tried the toilet door and found that it was locked. "Benny," he yelled, "come on out, I know you're in there."

Benny didn't answer, so Abe got the key. He found Benny huddled up in a corner with his head buried in his knees, trembling, with sweat running down his face in spite of the cold.

"It's raining," Benny said.

"Benny, get up. What's wrong?"

"Go away," Benny said. "It's raining."

"I'll bet a doctor,Benny. I'll . . ."

"Don't - you mustn't. Go away. Please, Abe."

"But Benny. . ."

A terrible chill must have overcome Benny just then for he began to shake violently, just as if an inner whip had been cracked. Then, after it had passed, he looked up at Abe dumbly, his mouth hanging open. "It's raining," he said.

His discovery that afternoon gave Abe a good scare, and the next morning he went to see his father. "It was awful spooky, Paw," Abe said. "I don't know what to do with him."

"The war left him with a bad taste," Mrs. Garber said. "It made him something bad."

"Other boys went to war," Abe said.

"Shapiro's boy," Mr. Garber said, "was an officer."

"Shapiro's boy," Mrs. Garber said. "You give him a vacation, Abe. You insist. He's a good boy. From the best. He'll be all right."
Benny did not know what to do with his vacation so he tried sleeping in late like the rich and the intelligent, but in the late morning hours he dreamed bad dreams and that made him very frightened so he gave up that kind of thing. He did not dare go walking because he was sure people could tell, just looking at him, that he was not working, and he did not want others to think that he was a bum. So he began to do odd jobs for people in the neighbourhood. He repaired bicycles and toasters and lamps. But he did not take any money for his work and that made people a little afraid. "Isn't our money good enough for him? All right, he was wounded, so maybe I was the one who shot him?"

Benny began to hang around Pop's Cigar & Soda.

"I don't like it, Bella," Mr. Myerson said, admiring the polish of his glass eye against the light. "I need him here like I need a cancer."

"Something's wrong with him psychologically," one of the card players said.

But obviously Bella liked having Benny around, and after a while Mr. Myerson stopped complaining. "Maybe the boy is serious," he thought, "and what with her club-foot and all that stuff on her face, I can't start picking and choosing. Beside, it's not as if he was a crook!"

Bella and Benny did not talk much when they were together, afraid, perhaps, that whatever it was that was "starting" up between them, was rich in delicacy, and would be soiled by ordinary words. She used to knit, he used to smoke. He would watch silently as she limped about the store, silently, with longing, and burning hope and consternation. The letter from Mr. Perkins was in his pocket. He wanted to tell her about the war - about things.

"I was walking with the sergeant. He reached into his pocket to show me a letter from his wife when . . . "

There he would stop. A twitching would start around his eyes and he would swallow hard and stop.

Bella would look up from her knitting, waiting for him the way a mother waits for a child to be reasonable, knowing that it is only a question of time. But Benny would begin to shiver, and, looking down at the floor, grip his hands together until the knuckles went white. Around five in the afternoon he would get up and leave without saying a word. Bella would give him a stack of magazines to take home and at night he would read them all from cover to cover and the next morning he would bring them back clean as new. Then he would sit with her in the store again, looking down at the floor or at his hands, as though he were in great pain. Time passed, and one day instead of going home around five in the afternoon he went upstairs with her. Mr. Myerson, who was watching, smiled happily. He turned to Mr. Shub and said: "If I had a boy of my own, I couldn't wish for a better one than Benny."

"Look who's counting his chickens already," Mr. Shub said.

Benny's vacation continued for several weeks and every morning he sat down in the store and stared at his hands, as if he expected them to have changed overnight, and every evening he went upstairs with Bella pretending not to have heard the remarks, the good-natured observations that had been made by the card-players as they passed.

Until one afternoon, she said to him: "I'm going to have a baby."

"All right," Benny said.

"Aren't you even going to say luck or something?"

Benny got up and bit his lower lip and gripped his hands together hard. "If you only knew what I have seen," he said.

They had a very simple wedding without speeches in a small synagogue and after the ceremony was over Abe slapped his younger brother's back and said, "Atta boy, Benny, Atta boy."

"Can I come back to work?"

"Sure, of course you can. You're the old Benny again," Abe said, "I can see that."

And when Mr. Garber got home, without much more to expect but getting older, and more tired earlier in the day, he turned to his wife and said: "Shapiro's boy married into the Segals."

"Shapiro's boy," Mrs. Garber said.

Benny went back to the garage but this time he settled down to work hard and that pleased Abe a good deal. "That's my kid brother, Benny," Abe used to tell the cabbies, "married six weeks and he's already got one in the oven. A quick worker, I'll tell you."

Benny settled down to work hard and when the baby was born he even laughed a little and began to save money and plan things, but every now and then, usually when there was a slack period at the garage, Benny would shut up tight and sit in a chair in a dark corner and stare at his hands. Bella was good with him. She never raised her voice to say an ugly thing, and when he woke up screaming from a dream about the war in Europe she would stroke his neck and say tender things. He, on the other hand, began to speak to her confidentially.
"Bella?"

"Yes."

"I killed a man."

"What? You what? When did you . . ."

"In the war."

"Oh, in the war. For a moment I - a German you mean. . ."

"Yes, a German."

"If you ask me it's too bad you didn't kill a dozen. Those Germans I . . ."

"I killed him with my hands."

"Go to sleep."

"Bella?"

"Yes."

"Are you ashamed that I . . ."

"Go to sleep."

"I saw babies killed," he said. "What if . . ."

"There won't be another war. Don't worry about our baby."

"But . . ."

"Sleep. Go to sleep."

The baby grew into a fine, husky boy, and whenever there was a parade Benny used to hoist him on his shoulders so that he could see better. He was amazed, truly amazed, that he could have had such a beautiful child. He hardly had nightmares at all any more and he became talkative and somewhat shrewd. One night he came home and said: "Abe is going to open a branch on Mount Royal Street. I'm going to be a partner in it."

So Benny finally threw away the paper that Mr. Perkins had written for him so long ago. They bought a car and planned, the following year, to have enough money saved so that Bella could go to a clinic in the United States to have an operation on her club foot. "I can assure you that I'm not going to spend such a fortune to make myself beautiful," Bella said, "and plainly speaking I'm not doing it for you. But I don't want that when the boy is old enough to go to school that he should be teased because his mother is a cripple."

Then, a month before Bella was to go to the clinic, they went to see their first cinemascope film. Now, previous to that evening, Bella had made a point never to take Benny along to see a war film, no matter who was playing in it. So as soon as the newsreel came on - it was that special one about the hydrogen bomb tests - she knew that she had made a mistake in bringing Benny with her, cinemascope or no cinemascope. She turned to him quickly. "Don't look," she said.

But Benny was enthralled. He watched the explosion, and he watched as the newsreel showed by means of diagrams what a hydrogen bomb could do to a city the size of New York - never mind Montreal.

Then he got up and left.

When Bella got home that night she found Benny huddled up in a dark corner with his head buried in his knees, trembling, with sweat running down his face. She tried to stroke his neck but he moved away from her.

"Should I send for a doctor?"

"Bella," he said. "Bella, Bella."

"Try to relax," she said. "Try to think about something pretty. Flowers, or something. Try for the boy's sake."

"Bella," he said. "Bella, Bella."

When she woke up the next morning he was still crouching there in the dark corner gripping his hands together tight, and he wouldn't eat or speak - not even to the boy.

The living-room was in a mess, papers spilled everywhere, as if he had been searching for something.

Finally - it must have been around noon - he put on his hat and walked out of the house. She knew right then that she should have stopped him. That she shouldn't have let him go. She knew.

Her father came around at five o'clock and she could tell from the expression on his face that she had guessed right. Mr. and Mrs. Garber were with him.

"He's dead?" Bella asked.

"Shapiro's boy, the doctor," Mr. Garber said, "said it was quick."

"Shapiro's boy," Mrs. Garber said.

"It wasn't the driver's fault," Mr. Myerson said.

"I know," Bella said.

ENG. 300	ENG. 301	ENGLISH 300&301		
			23.	Why was Benny sent home?
2.4%	8.1%	4.3%		A. The war was over
3.0	7.8	5.2		B. Benny was dishonourably discharged
91.7	79.6	87.2	*	C. Benny had been wounded
2.2	2.6	2.3		D. Benny had served his time
0.6	1.9	1.0		N.R.
			24.	What did Benny want to become?
3.0	13.0	6.4		A. Doctor
6.5	11.5	8.7		B. Repairman
1.2	2.6	1.7		C. Soldier
88.5	71.5	82.2	*	D. Airplane pilot
0.8	1.5	1.2		N.R.
			25.	"The living-room was in a mess, papers spilled everywhere, as if he had been searching for something." What is he most likely looking for?
1.4	8.1	3.8		A. Doctor's phone number
88.3	69.3	81.2	*	B. Mr. Perkins' note
1.6	6.3	3.6		C. Discharge papers
7.7	14.8	10.2		D. His will
1.0	1.5	1.2		N. R.

ENG. 300	ENG. 301	ENGLISH 300&301		
			26.	"But he did not take any money for his work and that made people a little afraid". Why did Benny refuse to take money?
63.1%	55.9%	61.1%	*	A. He wanted to be a good citizen
2.2	3.7	2.7		B. He already had money from his war pension
22.4	23.0	22.4		C. He did not think he was a competent repairman
11.3	14.1	12.1		D. He already had a job
1.0	3.3	1.7		N.R.
			27.	"Finally - it must have been around noon - he put on his hat and walked out of the house. She knew right then that she should have stopped him. That she shouldn't have let him go. She knew." Bella knew
91.5	77.8	86.0	*	A. Benny was no longer in control.
6.0	11.1	8.4		B. Benny was going out to get even with the Shapiro boy.
1.4	5.9	3.1		C. Benny was enthralled by the newsreel and wanted to rejoin the army.
0.4	2.2	1.1		D. Benny was upset that his son had a club foot.
0.6	3.0	1.5		N.R.
			28.	"...his father, Mr. Garber, thought that if he had to give up one son to the army, it might as well be Benny". Why?
0.8	2.6	1.6		A. His other son is a doctor
52.8	41.8	48.3	*	B. His father never thought Benny would amount to much
4.0	7.0	5.4		C. Benny was a good citizen
41.3	45.9	43.2		D. Benny would be careful and not get himself killed
1.0	2.6	1.5		N.R.
			29.	Which quotation indicates that Benny believes he finally has some control over his own life?
10.7	13.0	11.6		A. "Abe is going to open a branch on Mount Royal Street. I'm going to manage it."
15.7	26.7	19.9		B. "Benny settled down to work hard and when the baby was born he even laughed a little and began to save money and plan things..."
0.8	6.3	3.0		C. "But Benny was enthralled. He watched the explosion and he watched as the newsreel..."
71.8	52.2	64.3	*	D. "So Benny finally threw away the paper that Mr. Perkins had written for him so long ago."
1.0	1.9	1.2		N.R.
			30.	"He had a glass-eye...he would take it out and polish it, a gesture that never failed to intimidate." In this quotation, what does <u>intimidate</u> mean?
10.7	21.9	14.9		A. Reassure
4.6	10.4	7.0		B. Bore
56.5	32.6	47.6	*	C. Bully
26.8	32.6	28.8		D. Amuse
1.4	2.6	1.7		N.R.

ENG. 300	ENG. 301	ENGLISH 300&301		
			31.	Who first noted that the war had changed Benny?
1.4%	6.3%	3.2%		A. Mrs. Garber
2.6	11.9	6.4		B. Abe
94.4	80.0	88.7	*	C. Bella
0.4	0.4	0.5		D. Artie Segal
1.2	1.5	1.2		N.R.
			32.	"But Benny was enthralled. He watched the explosion and he watched as the newsreel..." In this quotation, what does <u>enthralled</u> mean?
3.4	4.8	3.7		A. Excited
2.0	5.6	3.2		B. Entertained
21.0	36.7	27.2		C. Frightened
72.8	51.1	64.8	*	D. Fascinated
0.8	1.9	1.1		N.R.
			33.	"He would watch silently as she limped about the store, silently, with longing, and burning hope and consternation." In this quotation, what does <u>consternation</u> mean?
10.7	12.2	11.1	*	A. Dismay
15.7	14.8	15.4		B. Optimism
31.4	29.6	30.5		C. Anticipation
40.9	40.4	41.3		D. Desire
1.3	3.0	1.7		N.R.
			34.	"A trade?" - he had looked at his boy and shaken his head and said - 'a trade?'" Why did Mr. Garber react in this way?
87.1	71.1	81.1	*	A. He wanted his son to be a professional
9.3	17.0	11.8		B. Tradesmen do not make much money
0.8	4.4	2.1		C. Unemployment was high
2.0	5.2	3.8		D. He does not believe in barter
0.8	2.2	1.2		N.R.
			35.	"But he had been born stupid, people could tell that, just looking at him, and one day they would come to take him away." Why did Benny believe that someone would take him away?
81.7	65.2	75.5	*	A. He did not believe himself to be worthwhile
1.6	5.6	3.2		B. He deserted the army
15.3	24.8	18.8		C. He thought the enemy would come after him
0.4	2.2	1.1		D. He left work early
1.0	2.2	1.4		N.R.

ENG. 300	ENG. 301	ENGLISH 300&301		
			36.	"'Other boys went to war.' Abe said. 'Shapiro's boy,' Mr. Garber said, 'was an officer.'" Why did Mr. Garber say this?
4.8%	12.2%	7.4%		A. Officers had an easier time during the war
80.8	54.4	70.7	*	B. Shapiro's boy is the standard against which Benny is to be measured
2.4	7.4	4.8		C. Officers were tougher
10.3	22.6	14.9		D. Other soldiers had returned unaffected by the war
1.6	3.3	2.2		N.R.

			37.	The author continually refers to Benny's hands throughout the story. Why?
2.2	5.6	3.4		A. Benny is embarrassed about the size of his hands
0.6	2.2	1.5		B. Benny's hands were not the hands of a doctor
0.4	2.2	1.2		C. Benny's hands were always dirty
95.2	86.7	91.6	*	D. He killed someone with his hands
1.6	3.3	2.2		N.R.

38. In a brief paragraph, explain who or what is responsible for Benny's death. In your explanation be sure to give supporting details.

	ENG. 300	ENG. 301	ENGLISH 300 & 301
Benny's father	17.3%	16.3%	16.9%
The war	29.0%	27.4%	27.9%
Benny's father and the war	12.3%	4.4%	9.5%
	58.6%	48.1%	54.3%

Sample of Accepted Answers:

Benny's death occurred as a result of his experience during the war. The fact that he killed himself, prevented him from peacefully accepting himself, he felt that he had to prove that he was a good citizen. Furthermore, the continual comparison between himself and Shapiro's Boy, was a standard against which Benny could not compete.

Benny's death was caused by his low self esteem and his shame. These two factors drove him mentally unstable which led to his death.

The war is responsible for Benny's death. However, in the long run, it is his parents fault. They never gave him confidence and they sent him to war. When he was younger and got the note from his teacher, his parents should have acted on that and helped him. They shouldn't have tried to make him something he was not.

READING INTEREST SURVEY

Put an "X" opposite materials you read most often. (Indicate all that apply.)

		ENG. 300	ENG. 301	ENGLISH 300&301		ENG. 300	ENG. 301	ENGLISH 300&301
					Magazines			
39.	Newspaper	71.2%	64.1%	68.0%	Women's	45.4%	29.6%	39.0%
	Novels				Science	21.8	14.8	18.9
	Science Fiction	29.6	25.9	28.5	Photography	10.5	8.5	9.5
	Romance	36.9	33.0	35.7	Men's	9.1	11.9	9.7
	Adventure	51.0	34.1	44.3	Sports	39.5	43.3	40.6
	Historical	16.7	10.7	14.5	Car/Motorcycle	21.0	32.3	25.5
	Mystery	40.3	30.7	36.3	Music	30.6	28.5	30.3
	Horror	33.9	34.4	33.8	Psychology	9.1	5.2	7.6
	Western	5.0	8.1	6.0	News	26.9	17.0	22.6
	Non-fiction				Fashion	48.0	34.4	42.9
	Biography	27.6	10.4	21.4	Movie	30.2	37.4	32.7
	Autobiography	21.2	15.9	19.3	Medical	9.9	5.6	8.0
	Technical-Tech	11.5	14.1	12.3	Humour	46.2	44.8	45.5
	Do-It-Yourself	9.7	14.4	11.7	Computer	8.9	12.6	10.1
	Self-improvement	21.4	18.5	19.7	Craft	9.9	8.1	9.2
	Political	12.5	15.2	9.6	Gardening	4.0	2.2	3.4
	Religious	11.9	4.8	9.3	Travel	13.3	15.6	13.9
	Other				Other			
	Poetry	17.5	12.6	15.7				
	Short Story	42.1	38.9	40.1				
	Drama	20.8	11.5	17.1				
	Comics	52.2	55.9	53.3				

40. Where do you read? (Indicate all that apply.)

	ENG. 300	ENG. 301	ENGLISH 300&301 COMBINED
School	67.3%	65.9%	65.9%
Home	87.1	85.6	85.7
Other	0.6	0.7	0.7

41. Why do you read? (Indicate all that apply.)

	ENG. 300	ENG. 301	ENGLISH 300-301 COMBINED
School assignment	70.4%	61.1%	65.8%
Self-improvement	31.2	23.3	28.2
To keep up with current issues	42.5	33.3	38.5
Personal enjoyment	78.2	69.3	73.6
To pass the time	34.9	41.1	37.0

42. What is it about a book which appeals to you and makes you want to pick it up and read it? (Indicate all that apply.)

	ENG. 300	ENG. 301	ENGLISH 300-301 COMBINED
The length	10.5%	9.6%	10.5%
Someone else's recommendation	54.8	45.2	50.6
The summary of its contents on the back/inside cover	70.4	58.9	65.7
You like the author	49.2	29.3	41.1
Because it was a movie	16.9	25.9	19.8
The cover	34.5	28.5	32.1
That it's a true story	40.1	41.9	40.2

CHAPTER III

Subtest Results

This chapter summarizes the results for each subtest or content area of the test as well as for the cloze passage.

A. Meaning Vocabulary

Questions in subtest: 2,3,11,30,32,33

Performance on Items			
Test Item	% of Responses Correct		
	Eng. 300	Eng. 301	300&301 Combined
2	97.8	93.0	95.7
3	98.4	95.9	97.2
11	87.1	78.5	84.0
30	56.5	32.6	47.6
32	72.8	51.1	64.8
33	10.7	12.2	11.1

Distribution of Scores on Subtest			
Total Score	% of Students Receiving Each Score		
	Eng. 300	Eng. 301	300-301 Combined
6	6.5	1.9	4.7
5	37.9	19.6	31.2
4	33.5	35.6	33.8
3	17.9	28.1	21.9
2	3.2	13.0	7.0
1	0.8	1.5	1.1
0	0.2	0.4	0.2

Subtest Summary			
	Eng. 300	Eng. 301	300&301 Combined
Mean Score	4.23	3.63	4.00
Standard Deviation	1.00	1.06	1.07
Percent	70.5	60.6	66.7

B. Literal Comprehension

Questions in subtest: 5,6,7,12,14,18,19,23,24,31

Performance on Items			
Test Item	% of Responses Correct		
	Eng. 300	Eng. 301	300&301 Combined
5	74.2	61.1	68.8
6	86.1	68.1	78.8
7	57.3	43.7	51.5
12	34.1	24.1	30.0
14	92.5	81.1	88.4
18	92.1	79.6	87.8
19	64.5	51.1	59.0
23	91.7	79.6	87.2
24	88.5	71.5	82.2
31	94.4	80.0	88.7

Distribution of Scores on Subtest			
Total Score	% of Students Receiving Each Score		
	Eng. 300	Eng. 301	300-301 Combined
10	8.5	2.6	6.3
9	24.2	11.5	18.9
8	32.1	20.0	27.8
7	18.1	18.9	18.1
6	8.9	17.4	12.2
5	5.4	11.5	7.9
4	2.0	9.3	4.8
3	0.2	4.8	2.1
2	0.2	1.5	0.9
1	0.0	2.2	0.7
0	0.4	0.4	0.4

Subtest Summary			
	Eng. 300	Eng. 301	300&301 Combined
Mean Score	7.75	6.4	7.23
Standard Deviation	1.50	2.03	1.85
Percent	77.5	64.0	72.3

C. Interpretation

Questions in Subtest: 9,10,16,17,20,21,22,25,26,27,28,29,34,35, 36,37,38

Performance on Items			
Test Item	% of Responses Correct		
	Eng. 300	Eng. 301	300&301 Combined
9	77.2	73.7	75.8
10	68.3	61.9	65.9
16	75.8	70.0	73.4
17	56.9	39.6	50.9
20	66.7	53.7	62.3
21	40.9	35.9	38.7
22	59.9	35.9	50.8
25	88.3	69.3	81.2
26	63.1	55.9	61.1
27	91.5	77.8	86.0
28	52.8	41.9	48.3
29	71.8	52.2	64.3
34	87.1	71.1	81.1
35	81.7	65.2	75.5
36	80.8	54.4	70.7
37	95.2	86.7	91.6
38	58.6	48.1	54.3

Distribution of Scores on Subtest			
Total Score	% of Students Receiving Each Score		
	Eng. 300	Eng. 301	300-301 Combined
17	0.8	0.0	0.6
16	6.7	0.7	4.3
15	8.1	2.2	6.0
14	13.5	5.6	10.9
13	19.2	12.2	16.7
12	15.5	9.6	12.8
11	15.7	17.0	15.7
10	9.1	14.4	10.7
9	5.2	10.4	7.1
8	3.2	7.8	5.4
7	1.0	7.0	3.3
6	0.2	4.4	1.6
5	0.8	4.4	2.3
4	0.2	1.1	0.6
3	0.4	1.1	0.7
2	0.0	1.1	0.5
1	0.2	0.4	0.2
0	0.2	0.4	0.2

Subtest Summary			
	Eng. 300	Eng. 301	300&301 Combined
Mean Score	12.17	9.93	11.32
Standard Deviation	2.43	2.93	2.88
Percent	71.6	58.4	66.6

D. Critical-Reflective

Questions in subtest: 1,4,8,13,15,38

Performance on Items			
Test Item	% of Responses Correct		
	Eng. 300	Eng. 301	300&301 COMBINED
1	88.7	67.4	80.9
4	52.8	23.3	41.1
8	93.8	85.2	90.7
13	96.2	87.8	92.9
15	53.0	40.0	47.8
38	58.6	48.1	54.3

Distribution of Scores on Subtest			
Total Score	% of Students Receiving Each Score		
	Eng. 300	Eng. 301	300&301 Combined
6	18.8	4.1	13.2
5	31.0	22.2	27.1
4	31.9	24.1	29.4
3	12.9	27.8	18.8
2	4.0	16.3	8.5
1	1.2	4.1	2.3
0	0.2	1.5	0.7

Subtest Summary			
	Eng. 300	Eng. 301	300&301 Combined
Mean Score	4.43	3.52	4.08
Standard Deviation	1.14	1.30	1.28
Percent	73.8	58.7	68.0

Cloze

Distribution of Scores on Subtest			
Total Score	% of Students Receiving Each Score		
	Eng. 300	Eng. 301	300&301 Combined
34	0.6		0.4
33	1.0		0.6
32	2.4		1.6
31	4.2	0.4	2.8
30	3.2	1.1	2.5
29	5.8	2.6	4.7
28	9.3	3.3	7.0
27	9.3	4.4	7.3
26	7.9	4.1	6.4
25	6.7	4.1	5.5
24	8.3	6.3	7.5
23	9.3	6.7	8.1
22	8.7	6.3	7.5
21	4.6	9.3	5.9
20	3.2	8.9	5.0
19	4.0	6.3	4.9
18	2.6	7.0	4.6
17	3.0	4.8	3.6
16	1.6	4.4	2.7
15	1.6	1.9	1.8
14	1.2	3.3	2.3
13	0.2	2.6	1.4
12	0.6	3.3	1.7
11	0.0	2.6	0.9
10	0.0	1.9	0.9
9	0.0	1.5	0.5
8	0.0	0.0	0.0
7	0.6	1.5	0.9
6		0.7	0.2
5		0.0	0.0
4		0.0	0.0
3		0.0	0.0
2		0.0	0.0
1		0.0	0.0
0		0.7	0.9

Subtest Summary			
	Eng. 300	Eng. 301	300&301 Combined
Mean Score	24.30	19.79	22.43
Standard Deviation	4.64	5.63	5.79
Percent	48.6	39.6	44.8